DOCUMENT RESUME

ED 478 852 CS 512 300

AUTHOR	Donnelly, Amy; Files, Janet; Mills, Heidi; Stephens, Diane
TITLE	Inquiry Study into Understanding and Supporting Writers. NCTE Reading Initiative.
INSTITUTION	National Council of Teachers of English, Urbana, IL.
PUB DATE	2000-04-00
NOTE	12p.; See CS 512 291-302 for related documents.
AVAILABLE FROM	National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096. Tel: 800-369-6283 (Toll Free); Web site: http://www.ncte.org. For full text: http://www.ncte.org/ readinit/curriculum/inqstudies.shtml.
PUB TYPE	Guides - Non-Classroom (055) -- Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Classroom Research; *Classroom Techniques; Elementary Education; Inquiry; *Literacy; *Professional Development; *Writing Workshops
IDENTIFIERS	*Reading Workshops; Reflective Practice

ABSTRACT

In this inquiry study, teachers will learn about or refine their understanding of the components of Reading and Writing Workshop. They will begin by living as writers themselves and then explore how to create supportive contexts for the learners in their classrooms. Video footage from a number of classrooms will serve as a series of possibilities as each teacher reconsiders his/her own teaching. A wealth of strategies is included to weave into each teacher's literacy curriculum. Lists 17 professional reading resources selections. (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 478 852

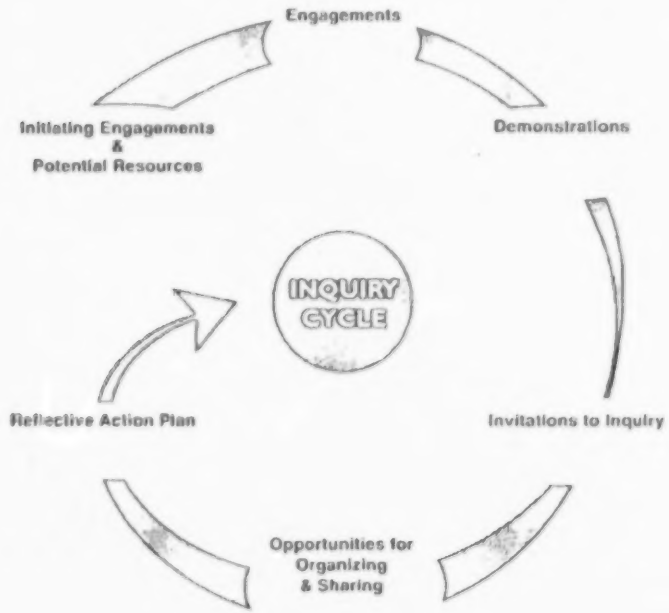
Inquiry Study into Understanding and Supporting Writers

As a result of this program, my beliefs about teaching reading and writing will never be the same.

I see the art of teaching reading and writing with new and knowledgeable eyes!

Participants in the South Carolina Reading Initiative

In this Inquiry Study, you will learn about or refine your understanding of the components of Reading and Writing Workshop. We will begin by living as writers ourselves and then explore how to create supportive contexts for the learners in our classrooms. Video footage from a number of classrooms will serve as a series of possibilities as you reconsider your own teaching. A wealth of strategies is included to weave into your literacy curriculum.



PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M. A. Myers

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Amy Donnelly, Janet Files, Heidi Mills & Diane Stephens
Spring 2000

 Copyright © 2000, NCTE

CS 512 300

BEST COPY AVAILABLE

LANGUAGE & LEARNING CONCEPTS

The following is a list of learning concepts that will be explored in the study. You are encouraged to add additional concepts that reflect constructivist, inquiry-based learning, as it is not meant to represent an exhaustive list.

- Literacy learners are shaped by their literate histories.
- Classroom literacy environments represent teachers' beliefs about literacy and can encourage or discourage students' interactions and collaborations.
- Reflecting together on current habits and attitudes toward literacy in light of past experiences provides rich insights into the qualities of literate experiences and social relationships teachers create for their own students to become successful and engaged readers.
- Choice is a key element of successful literacy learning.
- Literacy is social.

- Shared reading and shared responsibility in reading instruction decrease risk and encourage the use of supportive strategies for all readers.
- Interactive writing highlights what children know and promotes risk-taking for young writers.
- Guided reading offers reading support to small groups of readers in order to make the more sophisticated, meaning-making strategies of reading explicit and to support individual efforts to comprehend and decipher text in the process of actually reading.
- Authors benefit from a vehicle to share their writing and to receive recognition for their accomplishments.
- Explicit information about language cueing systems is demonstrated during shared reading, providing students opportunities to make, confirm, and revise predictions about text.
- The quantity and types of books that children read are important to their growth as readers and writers.
- Responsive teaching: Theoretically-based reflection enables teachers to document and assess the teaching-learning cycle in action.

- Reading, writing and assessment are inextricably linked.
- Literacy learning is an active and open process of constructing meaning.
- Writers learn to write by reading other writers.
- It is beneficial to keep track of preferences and progress as a reader.
- Readers enter and reenter texts with different perspectives to create meaning and satisfying experiences with reading regardless of age.
- Both as readers and writers, learners need to develop a sense for how particular kinds of texts or genres are structured.
- As readers read a variety of genres they begin to understand the nature and conventions of each style of writing; reading in a variety of genres enhances readers' flexibility as writers.

 Copyright © 2000, NCTE

BEST COPY AVAILABLE

- Successful reading and writing involve the creation of a text world in which meaning is organized and unified. Flexible and generative structures support writers in focusing on the more global aspects of constructing texts, which creates structures more supportive than traditional methods.
- Authors adapt and change story elements and structures to create new meaning.
- Multiple opportunities to interpret texts highlight multiple interpretations.
- Reading in everyday situations involves talk, questions and shared interpretation.
- Social exchanges during literacy events give readers altered stances on the text's developing meaning and help learners focus their thinking in new ways.
- When readers have opportunities to talk as they read, their in-process strategies, personal connections, responses, and overall evolving meaning construction are influenced.
- Ambiguous texts help groups of readers make predictions that are not obvious
- The more we "reenter" a text through different perspectives, the more meaning we can create and the more satisfying our engagement with reading no matter what our age.
- Proficient readers who are able to gain the greatest meaning from text show such characteristics as: a capacity for sustained focused attention; a willingness to suspend closure and entertain multiple interpretations; a tolerance for ambiguity and uncertainty leading to a willingness to reread and reread again; and a willingness to change one's mind and appreciate alternative interpretations and visions.
-
-

FOCUSING QUESTIONS

These are questions that we, as authors of this study, generated to focus the experiences provided in this inquiry study. Everyone in your Reading Initiative group is invited to add questions throughout the study, and throughout the year.

- How is the development of reading supported by the development of writing?
- How do teachers organize reading/writing workshops?
- How can we use published authors in the process of learning to write?
- What are effective assessment tools to track students' preferences and progress as readers?
-
-

 Copyright © 2000, NCTE

BEST COPY AVAILABLE

TERMS ASSOCIATED WITH THIS TOPIC

In addition to asking the questions that came to mind when we considered teachers as active inquirers of their own practice, we generated an initial list of words and phrases related to research and inquiry. You might elect to begin your own list—graffiti-style—on a large piece of butcher paper that can be added to over time. You are also invited to add terms to those below. This list helps frame the territory of our work.

Shared Reading	Think-aloud	Interactive Writing	Reading Workshop	Workshop Learning
Self-Selected Reading	SSR or Sustained Silent Reading	Talk – written down	Reading Profile	Reading Interest Inventory
Recording/Documenting Devices	Voice	Read-aloud	Writing to learn	Readers' Theatre
Responsive Teaching Cycle	Writing Workshop	Guided Reading	genre	Author's Chair
Author's Circle				

READING INITIATIVE LEARNING STRANDS

The Reading Initiative professional development experience could be envisioned as a complex tapestry of beliefs, engagements, readings, questions, and reflections. Each engagement is woven onto a foundation provided by the following strands.

Personal Literacy as part of a Cultural Community	Knowledge Base	Close Observation	Supportive Literacy Contexts	Professional Culture
Focused observations and analysis by each participant of his/her own literacy processes and theories, including the forces that impact those theories	The concepts and experiences explored and supported by professional reading.	Focused observations and analysis of students as literacy learners	Exploration and development of contexts that support and encourage readers and writers	Exploration and development of procedures and contexts that encourage collegiality

 Copyright © 2000, NCTE

BEST COPY AVAILABLE

Understanding and Supporting Writers

An Overview of the Study

Initiating Engagements

Shared experiences that help participants reflect on their personal experiences and knowledge—getting those out into the class conversation—as the group predicts the direction of the study.

The consultant facilitates several or all of these experiences to get the study underway.

I1
Collecting What We Know
As a group, participants contribute to four ongoing collections: 1) questions they have about the language study; 2) at least five resources for a group-created text set, including books, journals, articles in the popular press, writing developmental continua; 3) creating a graffiti board collection of all related words and phrases, i.e., workshop learning, authors chair; and 4) a list: What possible ways could we study the reading-writing connection? and What is the best way to set up classrooms?

I2
Read Aloud Titles
The provided booklist contains titles that highlight the writing process. When responding to the books, consider how each helps us to better understand the role of reading in life, mentors in literacy learning, and the ways in which we use literacy inside and outside of school.

I3
REVISIT Literacy Time Lines
Readers/participants brainstorm significant positive and negative events and create literacy histories to reflect on current habits and attitudes. The experience helps participants develop insights into the impact and qualities of literacy experiences.

I4
REVISIT The Reading/Writing Connection through an Inquiry Study of World War II
This video provides a demonstration and invitation for participants to articulate an initial personal theory of literacy. The video shows how reading, writing, and assessment are woven together across the curriculum.

Potential Resources

Multiple and varied sources of information that provide alternative perspectives and create opportunities for complex connections.

All participants in the study group contribute resources to a collective text set. NCTE provides key articles and video footage. Consultant reads all articles in planning the study.

Creating a Text Set
Participants each contribute at least five resources for a group-created text set, including books, journals, articles in the popular press, pamphlets, etc.

Professional Reading
Optional: Schedule part of each meeting to read from the evolving text set, providing an opportunity to seek information to inform the group's questions.

 Copyright © 2000, NCTE

BEST COPY AVAILABLE

Engagements

Opportunities to test out and explore multiple perspectives on the language process.

These experiences might be facilitated by the consultant or by a group leader in the consultant's absence. Some experiences are lived outside of the study group time.

E1
Learning from Van Gogh
Read in pairs "The Room in Which Van Gogh Lived" by C. Rylant, which emphasizes the importance of reading other authors when learning to write, as well as the importance of choice.

E2
Cloning an Author
A predictable poem or patterned-text book is selected and copied as a shared writing; writers then develop individual pieces using personal topics or themes.

E3
REVISIT Setting Up a Literacy Environment
Participants view a video of Elena Castro's 3rd grade classroom and create or revise their own classroom structures so they are support student interactions and collaborations.

E4
Supporting and Celebrating Authors
After living a writing experience themselves through the Family Literacy Story Workshop, participants ways they would use an Author's Chair in their classrooms, providing a vehicle for writers to share accomplishments.

Demonstrations

Examination of language concepts and the learning process. Build from learners' questions and help to generate new insights.

Demonstrations are led by the consultant and help build new knowledge and understandings. They generally follow the preceding group and individual experiences.

The video demonstrations in this inquiry study, taken together, highlight a range of reading and writing engagements that make up "Reading / Writing Workshop." Video clips can be viewed across several meetings, with an invitation to participants to work in or refine one engagement at a time in their own classrooms. The Responsive Teaching Cycle can be used with several or many of the clips.

D1
Writing Workshop in Action
Participants view the video and discuss students' strengths and needs as authors, looking for commonalities and differences in interpretations of these students' writings. The *Three Pluses and a Wish* form is introduced.

D2
REVISIT Talking on Paper
"Written Conversation: 1st and 5th Graders" and "Letter Writing Exchange with Jossie" are viewed to initiate discussions of writing conventions and supporting the reading of young learners. Highlights concepts like printed words are talk written down and young writers' knowledge of sound/letter relationships.

D3
Interactive Writing
After viewing the video, participants discuss how interactive writing is used with an entire class, similar to shared reading.

D4
Writing Workshop Launched with a Great Book
Participants observe how a teacher supports student choice and different developmental writing levels during writing workshop.

D5
REVISIT Touring a Transition-First-Grade
Participants document ways in which literacy learning opportunities are structured for students.

 Copyright © 2000, NCTE

BEST COPY AVAILABLE

D6
REVISIT Teacher Beliefs at the Heart of Curriculum
Connections are made with the Kindergarten teacher's classroom engagements and those of R1 participants'.

D7
Strategy Sharing Session
Children share strategies that have worked for them during writing workshop that day. Participants create a "what matters about writing" list based on their observations.

Invitations to Inquiry

Experimenting by applying questions, tools, and methods of inquiry to a specific issue.

Invitations to inquiry provide opportunities to conduct focused, short inquiries to further explore concepts and questions that have been raised. Participants are invited to choose or create their own inquiries as appropriate. They can be explored by individuals, small groups, or by the entire group.

Q1
REVISIT Stories, Samples of Students' Work
Participants bring in samples of student's reading and writing progress to help interpret student growth and make new plans for future strategy or mini-lessons and instructional engagements.

Opportunities for Organizing & Sharing

Public displays—charts, webs, lists, notes—or accumulating ideas, knowledge, and plans

These are used at different places in the study and are saved to revisit over time.

With I3
REVISIT Timelines of key literacy experiences.

With E3
REVISIT "Literate classroom" designs.

With D5
REVISIT Documentation of ways literacy learning opportunities are structured for students and drafts of weekly teaching schedules.

With D6 & RA1
REVISIT Literacy engagements list.
With **RA1**: Drafts of weekly schedules that incorporate Reading-Writing Workshop into the classroom.

With D7
"What matters about writing" list.

With RA2
REVISIT Questions after reviewing assessment forms.

Copyright © 2000, NCTE

BEST COPY AVAILABLE

Reflection/Action Plan

Focused plans that help learners reflect on their current experience and opinions in constructing their understanding of the unit of study and subsequent new practice.

An opportunity to take new action based on new knowledge, and an opportunity to reflect on future directions the group or individual learning might take.

RA1
REVISIT Here's What a Reading/Writing Workshop Will Look Like in My Classroom
Using the literacy engagements viewed on video as a guide, participants create drafts of weekly schedules that incorporate Reading-Writing Workshop into their classrooms.

RA2
REVISIT Questions, Confusions, and Wishes for Future Reading Initiative Sessions
Participants generate lists of questions, confusions, and wishes for future Reading Initiative sessions after reviewing assessment forms.

Copyright © 2000, NCTE

BEST COPY AVAILABLE

Professional Reading
Understanding and Supporting Writers

Buckner, A. M. (1999). "Using authors as mentors." *Primary Voices K-6,* 7(4), 7-9.

Buddy, C. (1993). Classroom connections. *Primary Voices K-6*, 1(1), 31-32.

Button, K., Johnson, M. J. & Furgerson, P. (March, 1996). Interactive writing in a primary classroom. *The Reading Teacher*, 446-454.

Crafton, L. (1996). For the love of writing. In *Standards in Practice Grades K-2.* Urbana, IL: National Council of Teachers of English.

Crafton, L. (1996). Inquiry and the iditarod. In *Standards in Practice Grades K-2.* Urbana, IL: National Council of Teachers of English.

Crafton, L. (1996). Making meaning in reading, writing, art, music, and drama. In *Standards in Practice Grades K-2.* Urbana, IL: National Council of Teachers of English.

Eeds, M. & Hudelson, S. (1995). "Literature as foundation for personal and classroom life." *Primary Voices K-6,* 3(2), 2-7.

Eggemeier, J. K. (1999). "Developing the craft of writing in a sixth-grade classroom." *Primary Voices K-6,* 7(4), 23-31.

Five, C. L. & Egawa, K. (Eds.). (1998). Reading and writing workshop. *School Talk, 3(4).*

Graves, D. H. (1993). Children can write authentically if we help them. *Primary Voices K-6,* 1(1), 2-6.

Graves, D., & Hansen, J. (1983). The author's chair. *Language Arts 60*, 176-183.

Ray, K.W. (1999). Reading like writers. In *Wondrous words: writers and writing in the elementary classroom.* Urbana, IL: National Council of Teachers of English.

Reduce, A. D. (1999). "Genre study of non-fiction writing: Feature articles, editorials and essays." *Primary Voices K-6*, 8(11), 37-44.

Routman, R. (1999). Quality Writing: Principles, problems, and goals. In *Conversations: Strategies for teaching, learning & evaluating.* Portsmouth, NH: Heinemann.

Rylant, C. (1990). The room in which Van Gogh lived. In N. Atwell (Ed.), *Workshop 2 By and for teachers: Beyond the basal.* Portsmouth, NH: Heinemann.

Stires, S. (1993). Writing all day. *Primary Voices K-6*, 1(1), 14-16.

Winship, M. (1993). Classroom connections. *Primary voices K-6*, 1(1), 13.

 Copyright © 2000, NCTE

BEST COPY AVAILABLE

Suggested Study Group Titles

Grades 3-5
In the company of children. Joanne Hindley, Stenhouse (1996).

Grades 6-9
In the middle—2nd edition. Nancie Atwell, Heinemann/NCTE (1998).

Video Clips

Writing-Reading Connection through a Study of World War II
Judi Inabinet, 5th Grade
Myrtle Beach Intermediate School
Myrtle Beach, South Carolina

Interactive Writing
Donna Jarvis, Kindergarten
Bradley Elementary School
Columbia, South Carolina.

Written Conversation: First and Fifth Graders

Letter Writing Exchange with Jossie
Jean Anne Clyde.

Strategy Sharing Session
Tim O'Keefe, 3rd grade
Center for Inquiry
Columbia, South Carolina.

Writing Workshop
Tim O'Keefe, 2nd Grade
Center for Inquiry
Columbia, South Carolina.

Writing Workshop Launched with Read Aloud
Marti Hancock, Kindergarten
Carolina Forest Elementary School
Myrtle Beach, South Carolina.

Kindergarten Classroom Tour
Dori Gilbert, Center for Inquiry
Columbia, South Carolina.

Transition-First-Grade Classroom Tour
Tim O'Keefe, Center for Inquiry
Columbia, South Carolina.

 Copyright © 2000, NCTE

BEST COPY AVAILABLE

Classroom Strategies
The Reading/Writing Connection

Each of the NCTE Reading Initiative Inquiry Studies includes many strategies for use in classrooms, a well as with your own learning. Sometimes, as in the Reading & Writing Connection study, we have included specific directions for a number of strategies. Other times, they are embedded in the study's engagements and professional reading. See Appendix A for a description of each of these strategies.

Components of Reading/Writing Workshop

- Authors Circle
- Authoring Cycle Model
- Book Talks
- Jump-in Reading
- Guided Reading
- Readers' Theater
- Shared Reading
- Sustained Silent Reading
- Workshop Learning and the Teaching of Reading

Instructional Strategies

- Getting to Know You
- Me Box Strategy
- A Literacy Time Line: Our Reading and Writing History
- Written Conversation

Reflection Strategies

- Exit/Entrance Slips
- Focused Free-Writes

Response Strategies

- Bookmark Strategy
- Cloning A Book
- Drama in the Classroom
- Reading Tableaux Drama
- Say Something
- Writing to Learn

 Copyright © 2000, NC

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").